Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade Module 6: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: Mid-Module Assessment** | | | | | | |
|  | **Domain** | | | **Standards** | | | |
| Question | Number and Operations – Fractions | | | 4.NF.5 | 4.NF.6 | | |
| 1 | 1 2 3 4 | | |  | X | | |
| 2 | 1 2 3 4 | | | X | X | | |
| 3 | 1 2 3 | | |  | X | | |
| 4 | 1 2 3 | | | X |  | | |
| 5 | 1 2 3 4 | | | X | X | | |
| 6 | 1 2 3 4 | | | X | X | | |
|  | | |  |  | |  |  | |
| Domain  Score | Number and Operations - Fractions | | |  | | | |
| Total Points |  | | |
| Level | 4 | 21-22 points | |
| 3 | 15-20 points | |
| 2 | 9-14 points | |
| 1 | 6-8 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

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Notes:

**Grade 4 Module 6 Mid-Module Assessment Task Score Sheet (continued)**

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| Mid-Module Assessment Task (Topics A–B)  Standards Addressed |
| Understand decimal notation for fractions, and compare decimal fractions.  4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100*. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)  4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*. |